



Retaining Identity through Assimilation

by Melanie Jolley, 2018 CTI Fellow
Windsor Park Elementary

This curriculum unit is recommended for:
5th Grade English Language Arts and Social Studies.
The unit could be scaffolding to fit a 4th grade classroom
or amplified for a 6th grade classroom.

Keywords: refugee, identity, immigrant, asylum seeker, migration, culture

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit focuses on identity and how our identities can change depending on location. The overall goal of this unit is to empower our scholars, help them build compassion and understanding for other peoples and cultures by diving into the history of immigration across three time periods. Students will interpret different aspects of identity through character analyzation of the novel *Refugee* by Alan Gratz. Students will also research the corresponding time periods per each narrative to gain a better historical context. The culminating activity has the students creating a program that will help refugees in our community.

I plan to teach this unit during the coming year to 40 students in English Language Arts and Social Studies 5th grade classroom.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

Rationale

In light of recent political actions, such as the United States administration pushing their program “Put America First,” many of my scholars fear for their future and their families’ future. The plan includes \$25 billion to build a wall along the US Mexico border, limits availability of green cards, ends diversity visa lottery, variations to DACA, and significantly cutting the number of refugees allowed into the United States. The “Put America First” plan impacts our scholars on multiple levels and I feel that we, as educators, must empower them to use their voices. We can do this by studying history and by reading texts with minorities as the protagonists or authors. By studying history alongside present day events, our scholars can identify and contextualize the nuances between the two. By exploring historical narratives, our students may not only read and understand the wrong-doings of history but also feel empowered as young agents of social change if they are shown examples of characters who are.

Historical understanding and empowerment must be embedded into our daily curriculum, rather than highlighted one month or one day of the year when we celebrate cultural achievements. One way to build students’ self-esteem and empower them is by providing them with positive portrayals of their cultural groups. By embedding cultural achievements into our curriculum, we are showing our scholars the power they behold within themselves, as well as the cultural value of their own narratives. They can feel better about their future and the political climate knowing that they hold power within their voice. Education can help students become citizens who contribute to a society that is more accepting and respectful to all.

This unit is intended to help create positive citizens of change. Our country continues to teach individualism as the basis of our core values instead of embracing and accepting the reality that societies only function well when there is cooperation. We are a melting pot of varied cultures, races, and ethnicities, and by working together, we are stronger. Our education system cannot fail our new generation of citizens, we must show how intolerance, ignorance, and racism has failed using historical references throughout history leading up to present day. Through teaching the wrongdoings, building compassion for those who have been, and continue to be victimized, and helping students consider how to respond to intolerance, ignorance, and racism in productive ways, we can show our scholars that they can make a positive change in society. This unit gives our scholars an opportunity to have a voice and to use it for positive change. If they focus their passions, do the research, put in the work, and listen to needs of others, they have solutions. Their ideas not only matter, but can be executed to help our fellow community members.

School/Student Demographics

As a fifth grade teacher in a Title I CMS school, I feel that this seminar and creation of my curriculum will help me better serve all my scholars on an academic and personal level. My scholars come from many walks of life, including different ethnic and cultural backgrounds. Our students represent almost 30 countries and 20 languages. Almost 60% of Windsor Park Elementary students are qualified as English Language Students, meaning that English is not their native language. The top 3 languages represented at Windsor Park are Spanish, English, and

Vietnamese. The majority of Windsor Park's population consists of students that are marginalized and often discriminated against in our society: Hispanic, African American, and Asian.

I teach Science as well as English Language Arts with the integration of Social Studies and Writing. I currently have two classes consisting of 20 scholars. I have students that are in the process of being identified in accordance with the Multi-Tiered System of Support (MTSS) for academics and behavior. Both of my classes have scholars that are identified as Exceptional Children (EC), from vision impairment to autism. In addition to EC students, I also have English Language Learners of all English proficiency levels, including novice, intermediate, advanced, and monitored former English learners. My class includes scholars that speak another language at home but did not qualify for English Language services. Given my student population, it is imperative that they begin learning at a young age that they too have a voice in our country, regardless of their race, gender, language, culture, or socioeconomic status.

Unit Goals

This unit is intended for a 5th grade English Language Arts class with the integration of Social Studies. The overall goal of this unit is to empower our scholars, help them build compassion and understanding for other peoples and cultures by diving into the history of immigration across three time periods. This unit is intended for the beginning of the year to help facilitate a positive classroom culture. The overarching themes include Identity and Culture. By providing multiple texts with varying perspectives, facilitating deeper level thinking and authentic, academic conversations, our scholars will gain a more global perspective and understand the plight of peoples around them.

The student learning outcomes of this unit include:

- Define key terms such as culture, refugee, asylum seeker, immigrant, migration, migrant, and place attachment
- Articulate the link between identity and place in reference to place attachment theory
- Demonstrate understanding of key historical events resulting in increased refugee flows
- Create and develop a program to help youth refugees in our community

Content Research

Human Rights Education (HRE) was a concept born three years after Eleanor Roosevelt's work drafting the *Universal Declaration of Human Rights* (UDHR). As defined by UN Declaration on Human Rights Education and Training (UNDHRET),

HRE education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.¹

In short, HRE includes teaching *about* human rights, *through* human rights, and *for* human rights. Teaching *about* human rights includes providing the knowledge needed to understand human rights, including the history and evolution of human rights. Teaching *for* human rights promotes changing attitudes and actions.

To successfully teach this unit, teachers should have a general understanding of the Push and Pull factors that drive people away or draw people to a new place when they become displaced. These factors are the driving force behind migration, immigration, and asylum seeking. Teachers should also know the difference between the terms forced migration, asylum seeker, immigrant, and refugee, as well as have an understanding of place attachment theory.

Different Types of Migrants

At the end of World War II, there were more than 33 million people displaced on the continent of Europe alone. Following this war, the United Nations was established in 1948, and one of the most pressing issues they faced was what to do about the refugee crisis. The first step was to determine the legal definition of a refugee. *The 1951 Convention on Refugees* defines a refugee as a person who has a,

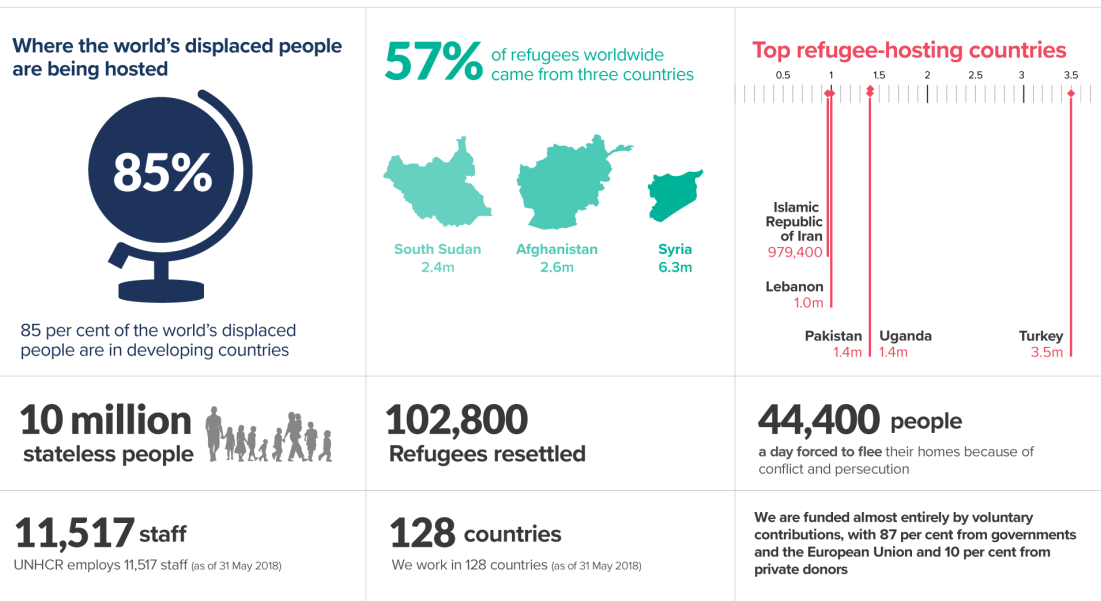
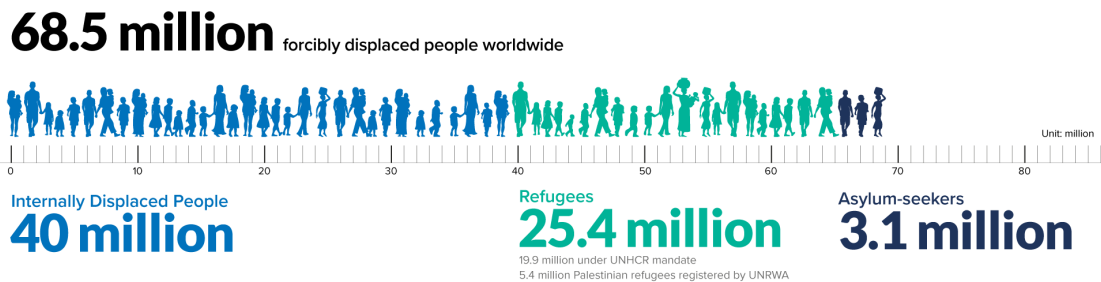
well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.²

Refugees are those who are fleeing their homes as a result of ethnic conflict, systematic discrimination or other forms of persecution. The plight of the refugee above all is safety. There are many reasons that push people to flee their homes including poverty, oppression of life or liberty, prosecution, civil war, and natural disasters. However, states further classify refugees by those of human origin versus natural disasters proving to be just one obstacle refugees face when

¹ (Sirota 2017)

² (UNHCR, UNHCR The UN Refugee Agency 2011)

entering a new place.³ According to the UNHCR's data from 2017, there are 25.4 million refugees with over half of them coming from three countries: South Sudan, Afghanistan, and Syria.⁴



A displaced person is someone who has left their home. An internally displaced person is someone who has left their home but not crossed international borders. As stated by the UNHCR, the UN High Commissioner of Refugees, asylum seekers are those who are seeking protection in a foreign country. They have applied for asylum and fleeing to another country but their application for refugee status has not been concluded. Those who are seeking asylum are migrants who have been displaced, but by definition, they are not yet refugees. Millions of asylum seekers reside in refugee camps awaiting the decision. There is an international system in place that determines who qualifies for refugee status, which means they have international protection. The UNHCR estimates 3.1 million people around the world are asylum seekers, waiting for a decision to be made on their asylum claims.⁶

³ (McAdam 2007)

⁴ (UNHCR, Figures at a Glance 2018)

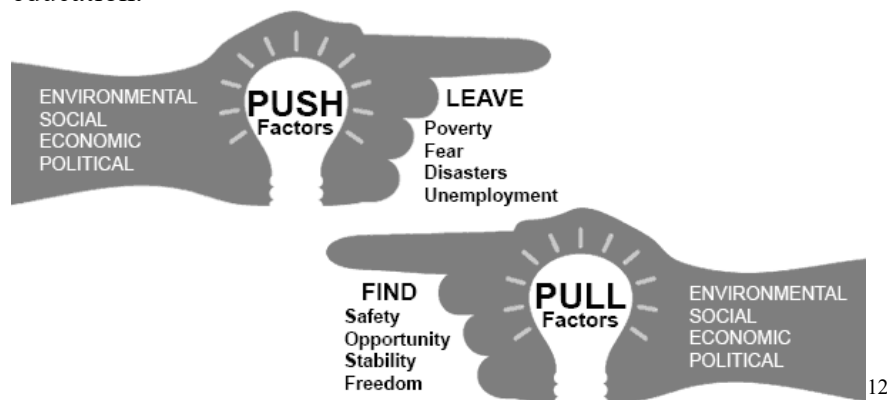
⁵ (UNHCR, Figures at a Glance 2018)

⁶ (UNHCR, UNHCR The UN Refugee Agency 2015)

As defined by UNSECO, the United Nations Scientific, Educational, and Cultural Organization, the term migration is “the crossing of the boundary of a political or administrative unit for a certain minimum period of time. It includes the movement of refugees, displaced persons, uprooted people as well as economic migrants.”⁷ This can include the terminology, forced migration, or those that have to flee due to external factors. However, a migrant can be considered a person who lives temporarily or permanently in a country that they were not born in but has social ties to that country. In most cases, this type of migrant may return to their country of origin without fear. A migrant worker “refers to a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national.”⁸ Migrant is not necessarily synonymous with refugee, as a migrant has the ability, though often limited, to make their own choices of when they can leave and where they can go.

There are about 43 million immigrants in the United States, making up about 14 percent according to the Council on Foreign Relations.⁹ Immigrants are people that move to a new country and plan to live there permanently. As of 2014, one quarter of all children in the United States were first and second generation immigrant children, making children and youth of immigrant families the fastest growing group of American children when compared to 1995.¹⁰ Many people also enter a country illegally, making them an undocumented immigrant.

Migration of a particular population to another area can be explained by push and pull factors. Push factors are those that “push” people to leave their home country and emigrate to a new place. These factors can be political, economic, social, and environmental. Pull factors are those that “pull” people to find a new home. Other countries may offer more opportunities for wealth, better standard of living, peaceful or less oppressive environments, and better education.¹¹



As long as recorded history, people have migrated to new lands for a wide variety of reasons.

⁷ (UNESCO n.d.)

⁸ (International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families 1990)

⁹ (Felter and Renwick 2018)

¹⁰ (Immigrant Children 2014)

¹¹ (Push and Pull Factors of Immigration 2017)

¹² (Push and Pull Factors of Immigration 2017)

Place Attachment Theory

Place attachment theory states that people develop bonds to particular places and connect themselves to those places. It offers that physical environments can define individuals' sense of self-worth, locations being defined as the physical dwelling of their home to as widespread as a person's country.¹³ Further, one's cultural sense of place is the most intense bond one can experience. This is when the location is historically connected to a person's social group or culture. Through the cultural lense, there are six factors to which cultures can transmit place attachment, including genealogy, loss and destruction, ownership, cosmology, pilgrimage, and narrative. Though there are different cultural and ethnic factors, it is considered a universal experience.¹⁴

Book Study, Refugee

The novel *Refugee* by Alan Gratz will serve as the interactive read aloud mentor text. Once scholars begin their research, they will be using Google Expeditions app as well as Google Docs so teachers should be familiar with these forms of technology. Teachers should have pre-read *Refugee* as that will be the basis for the unit. This book will act as the introductory basis to help our scholars connect with the topics and humanize the desperate situations people can face when they are forcibly displaced. This will be the opportunity for the teacher to emphasize their sympathies with the characters, showing our scholars that we too are passionate about basic human rights. Teachers should utilize the discussion guide created by Scholastic¹⁵ to help front load vocabulary and lead discussions.

Additional vocabulary will be given for each narrative within the book to help the scholars' understanding of the larger historical context.

- For Josef's story:
 - Adolf Hitler: German Nazi dictator during World War II (1889-1945)
 - Kristallnacht: November 9–10, 1938, Nazis attacked Jewish persons and property throughout Germany and Austria. This massive campaign of anti-Jewish violence is known as Kristallnacht, meaning "Crystal Night" in German. The name refers ironically to the litter of broken glass left in the streets after the violence.
 - Dachau: World War II Nazi concentration camp
 - bar mitzvah: an initiation ceremony marking the 13th birthday of a Jewish boy and signifying the beginning of religious responsibility
 - Minyan: the number of persons required by Jewish law to be present for a religious service, namely, at least ten males over thirteen years of age.
 - Yarmulke: a small round cap that is worn by some Jewish men
 - Tallisim: a shawl with fringed corners worn over the head or shoulders by Jewish men especially during morning prayers

¹³ (Giuliani 2003)

¹⁴ (Scannell and Gifford 2014)

¹⁵ (Rockman n.d.)

- Führer: German word meaning "leader" or "guide"; German Nazi dictator during World War II (1889-1945)
- For Isabel's story:
 - Batista: A common soldier who became the dictator of Cuba, overthrown by the revolutionary leader Fidel Castro in 1959, Batista spent the rest of his life in exile.
 - Fidel Castro: led the Cuban Revolution overthrowing Cuban President Batista in 1959. He then took control of Cuba installing a communist Marxist government. He was the absolute ruler of Cuba from 1959 until 2008 when he became ill.
 - el norte: the north, referring to the United States
 - Clave: one of a pair of wooden sticks or blocks that are held one in each hand and are struck together to accompany music and dancing.
 - Mañana: tomorrow
- For Mahmoud's story:
 - Bashar al-Assad: president of Syria (2000), succeeding his father, Hafiz al-Assad. Bashar al-Assad continued his father's authoritarian style of government. Beginning in 2011, he faced a major uprising in Syria that became a civil war.
 - Aleppo: A city of northwest Syria near the Turkish border.
 - Daesh: name used to refer to ISIS/ISIL, the radical Sunni Muslim organization: use of this name is said to delegitimize the group's claim to be an "Islamic state."
 - Mecca: The most holy city of Islam, Mecca, Saudi Arabia, is the birthplace of the Prophet Muhammad. Devout Muslims throughout the world turn toward Mecca in prayer five times each day.
 - Hijab: the traditional covering for the hair and neck that is worn by Muslim women.
 - EU (European Union): formed to bring together the countries of Europe. The EU helps its member countries with issues such as trade, security, and the rights of citizens.

Instructional Implementation

General Teaching Strategies

This unit is intended to be taught using the gradual release model of “I do, We Do, You Do” as well as Sheltered Instruction Observation Protocol (SIOP model), a research-based model proven to help English Language Learners as well as Exceptional Students. The SIOP model includes eight components: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review & Assessment.¹⁶

Because of the importance of properly using academic vocabulary in this unit, the lessons will include strategies from the Council of the Great City Schools (CGCS). The CGCS strategies will include Word Play Strategies for building academic vocabulary.¹⁷ ELLevation and Multiple Intelligence Teaching Strategies will also serve as a great resource for vocabulary activities to better differentiate your class of diverse learners. Many lessons will be technology based and will correlate with students’ Personalized Learning (PL) plans.

The Interactive Read Aloud (IRA) strategy acts as a bridge connecting our scholars to the book on another level. By simply reading aloud, you risk the chance of losing some of your lower, or uninterested readers. By offering support that an IRA delivers, we are giving every scholar the opportunity to connect to the book and comprehend larger themes on a higher level. I suggest not only having notes and stopping points for conversation but create a slideshow that you can present as you read. I use this to help build background knowledge by showing images and maps, defining words, pointing out figurative language, etc. This strategy will help your ELL’s and EC scholars tremendously. This is also your opportunity to show your passion about the rights of others, allowing your classroom to become a safe area to discuss uncomfortable topics and ask hard questions.

Throughout the IRA, I recommend using the close reading strategy of *Notice and Note: Strategies for Close Reading* by Kylene Beers and Robert Probst. It is a series of six signposts that readers are alerted to as they read. Each signpost has an anchor question that lends itself to a thought-provoking response from our scholars. These questions as well as created discussion questions using the Depth of Knowledge (DOK) question stems will allow our scholars to think rigorously about larger themes that go beyond the novel. I have used their close reading strategy throughout the read aloud in the *questions to consider* sections. Although you do not need to solely teach to this strategy, it would be helpful to at least have a basic understanding to help you guide your students.

Students will also be completing a graphic organizer based upon identity as we read the novel. I recommend having a lesson on culture prior to teaching this unit to help your scholars be successful. Providing them with the proper terminology regarding the elements of culture allows

¹⁶ (CAL siop n.d.)

¹⁷ (Council of Great City School 2017)

them to connect more deeply with the characters because they can make connections to themselves and their personal cultures.

This unit also includes the Project Based Learning model. For the final student outcome, scholars are to design and create a resource for youth refugees in our community to help nurture their sense of identity while feeling the pressures of assimilation. I recommend reaching out to local organizations for help in bringing in a refugee to speak to the class before they begin designing their community projects. A few organizations could include [Fruitful Friends](#), [Refugee Support Services](#), [Carolina Refugee Resettlement Agency](#), and [Our Bridge for Kids](#).

The use of Teachers Curriculum Institute (TCI) allows us to teach literacy through social studies which helps our scholars better connect to the content simultaneously creating positive global citizens. “The purpose of social studies for young children, K-6, as for all age groups, is to enable them to understand and participate effectively in their world. Social studies explains their relationship to other people, to institutions, and to the environment. It equips them with the knowledge and understanding of the past necessary for coping for the present and planning for the future. It provides them with the skills for productive problem solving and decision making, as well as for assessing issues and making thoughtful value judgments. Above all, it integrates these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community, or the world.”¹⁸ By integrating social studies into our english language arts curriculum, we are providing a stronger foundation of critical thinking for our scholars. TCI is available to Charlotte Mecklenburg School 5th grade teachers. This unit lends itself well to Lesson 23: The Modern United States, Reading Further Section: Challenges and Hope for Immigrants.

I had the opportunity to attend a Poverty Simulation, and I would highly recommend participating in one. Being an active participant allows you to feel what it is like to come to a new place and not know the language or how specific societal systems work. Having this alternate lense will give you, as the facilitator, a deeper understanding of what some students and their families may experience, allowing you to connect to the content and your students on another level. If you are interested in reading more about Poverty Simulations, you can visit the website [The Community Action Poverty Simulation](#). You may also want to think about organizing a small-scale simulation in your classroom or in your school. You can also use [Ohio Association of Food Banks](#) as a resource.

I would also recommend watching the documentary by Ai Weiwei, *Human Flow*¹⁹ before teaching this unit. I use some clips from this documentary with the IRA to help students visualize what they are reading. The documentary will help you build your understanding and build more background around the refugee crisis globally.

¹⁸ (Beers and Probst 2012)

¹⁹ (Weiwei 2017)

Classroom Lessons/Activities

Essential Questions:

- How is identity linked to place?
- How does displacement affect identity?
- What role can we play to help people who have been displaced feel more at home here?

The Student Learning Outcomes of this Unit Include:

- Define key terms such as culture, refugee, asylum seeker, immigrant, migration, migrant, and place attachment
- Articulate the link between identity and place in reference to place attachment theory
- Demonstrate understanding of key historical events resulting in increased refugee flows
- Create and develop a program to help youth refugees in our community

Vocabulary

- | | | |
|-----------------|----------------|---------------|
| ● Refugee | ● Migration | ● Ethnicity |
| ● Identity | ● Migrant | ● Status |
| ● Immigrant | ● Culture | ● Push factor |
| ● Asylum Seeker | ● Undocumented | ● Pull factor |
| | | ● Genocide |

Lessons Overview

Suggested Progression

- Read each narrative separately to help with understanding the larger historical context. Start with Josef, then Isabel, ending with Mahmoud’s story. STOP at page 305, before finishing each individual story
- Introduce informational texts paired with fiction to support understanding of the crises
- WK 1: Unit Launch / Josef (Nazi Germany, 1938)
- WK 2: Isabel (Cuba, 1994)
- WK 3: Mahmoud (Syria, 2015)
- WK 4: Connecting the dots, seeing the parallels using the graphic organizer [that students would use to track characters as we read](#) / Guest Speaker / Intro project / Brainstorm, Research
- WK 5 & 6: Research / Develop program / Present program

Unit Launch

Introduce the unit by showing the 2 pedestrian signs posing questions (Where have you seen these? What do they mean?) Explain the first sign is generic used around the US. The second is seen by the US & Mexican border (How do the images depict people differently? Why do you think the people are running in the image? Why do you think people flee areas?) Have students complete pre-assessment, blind sort (you can use Google Draw, quizlet, or cut and sort paper strips). Have your scholars make connections to their own identity by having them complete [Identity - 4 Corners](#) activity as well as create their own personal [Identity Web](#), including words and phrases they use to describe themselves and labels that society gives them.

Explicitly teach vocabulary. Explain that people migrate to new places for various reasons. Push factors are those that “push” people to leave their home country and emigrate to a new place. These factors can be political, economic, social, and environmental. Pull factors are those that “pull” people to find a new home. Other countries may offer more opportunities for wealth, better standard of living, peaceful or less oppressive environments, and better education. Show the push / pull diagram (appendix 6). Explain that we will be reading the stories of 3 children who were pushed out of their homes, analyzing how their identities were affected by the journey’s. Introduce the Essential Questions, explaining that your first focus is How is identity linked to place? How does displacement affect identity? What role can we play to help people who have been displaced feel more at home here?

Introduce the read aloud *Refugee* by explaining that the focuses on three different kids with one mission in common: ESCAPE! All three young people will go on harrowing journeys in search of refuge. All will face unimaginable dangers—from drownings to bombings to betrayals. But for each of them, there is always the hope of tomorrow. And although Josef, Isabel, and Mahmoud are separated by continents and decades, surprising connections will tie their stories together in the end. Show [Refugee book trailer](#).²⁰

²⁰ (Owens and West 2010)

Explain that we will begin reading Josef's story, a Jewish boy living in Nazi Germany in the 1930's. Have students take a Virtual Reality Tour of the Holocaust Museum by using the Google Expeditions app (see appendix 7). Show images of Berlin, Germany, Dachau and Star of David, and synagogues to provide context. Show where Germany is on world map. Continue to show images throughout the read aloud, using the *vocabulary* and *historical terms* sections as your guide. Provide background information and definitions for Josef's story (see appendix 8). Remind students of the Essential Questions, explaining that your first focus is How is identity linked to place? How does displacement affect identity? What role can we play to help people who have been displaced feel more at home here?

Book Study

While you are reading, students will track the character's using the [Identity graphic organizer](#) (see appendix 9).

Josef, Berlin, Germany - 1938 (pgs 1-6): The Nazi's raid the Landau's home, taking Josef's father to Dachau for being a Jew practicing law. Upon Mr. Landau's return from Dachau, the family has 14 days to leave Germany. (Vocabulary: towering)

Questions to consider: What aspects of identity do the characters hold on to?

Historical Terms: Nazis, Civil Restoration Act of 1933, concentration camp, synagogues, Kristallnacht, Dachau

Josef, Berlin, Germany - 1939 (pgs 18-24): Josef, Ruth, and his mother board a train for Cuba. Josef took off his Star of David armband to buy a paper and candy for Ruth and was caught by a Hitler Youth. (vocabulary: Subhuman, prefix -sub)

Questions to consider: What's the longest that you have been away from home? How did you feel? What was the *push factor* that ultimately made Josef's family flee Germany?

What was the *pull factor* that enticed them to go to Cuba?

Historical Terms: Star of David, push/pull factors, refugee, Adolf Hitler, chancellor, pfennig, Hitler Youth

Josef, On a train to Hamburg, Germany - 1939 (1 day from home) (pgs 34-39): Josef was released by the Hitler Youth and safely arrived in Hamburg, Germany to board the MS St. Louis where they were reunited with his father, a now very different looking man.

Questions to consider: Why do you think the Hitler Youth boy let Josef go? How is Josef's father acting? Why do you think he's acting this way? (vocabulary: gaunt)

Historical Terms: Gestapo, swastika, MS St. Louis, visas

Josef, Somewhere on the Atlantic Ocean -1939 (6 days from home) (pgs 56-59): Josef and Ruthie find happiness again when they meet 2 young girls to play with, while their father refuses to leave their room. (vocabulary: diminutive)

Questions to consider: Why is papa refusing to leave their cabin?

Historical Terms: bar mitzvah, Shabbos

Josef, Somewhere on the Atlantic Ocean - 1939 (8 days from home) (pgs 74-80): Josef has his bar mitzvah on the ship without his papa in attendance. Josef overhears that there are other ships headed to Cuba, making him fear for his family's future. Josef shows some growth when he does not go along with the joke that Renata and Evelyne play.

Questions to consider: Why would there be a Nazi flag and a portrait of Hitler on the ship if the ship was supposed to be taking them to safety?

Historical Terms: Synagogue, minyan, yarmulkes, tallisim, Torah, Nuremberg Laws, rabbi, Fuhrer, Hosea

Josef, Somewhere on the Atlantic Ocean -1939 (10 days from home) (pgs 93-98): Josef and Renata join a tour of the ship and encounter a very different atmosphere below deck.

(vocabulary: obscure)

Questions to consider: How did below decks differ from above decks? What did the encounter below deck make Josef realize?

Historical Terms: "The Horst Wessel Song," Der Sturmer

Josef, Somewhere on the Atlantic Ocean -1939 (11 days from home) (pgs 110-115): Josef and Papa attend the funeral, where Papa has an encounter with Schiendick. (vocabulary: garments, unfurled, sacrilege)

Questions to consider: Why does Papa want to attend the funeral? Before, Papa was too scared to leave the room, now he's openly showing his opposition, what changed in Papa?

Historical Terms: Third Reich

Josef, Somewhere on the Atlantic Ocean -1939 (14 days from home) (pgs 129-135): The people on the ship were celebrating the long awaited arrival to Cuba, but not before the Havana Port Authority inspected all the passengers. Papa passed the examination after Josef put fear in him but the ship has been told they cannot enter the port until tomorrow. (vocabulary: quarantine, curt, inconsolable)

Questions to consider: Why is Josef alarmed when he finds out that Cuban Port Authority wants to examine passengers?

Historical Terms: roll call

Josef, Just outside Havana Harbor -1939 (17 days from home) (pgs 147-152): The passengers watch as the 2 other ships port in Havana. Schiendick and firemen search and ransack their families cabin, leaving Papa to feeling betrayed by Josef. (vocabulary: churlish, pandemonium, oppressive, cowering, reeled)

Questions to consider: Why is Josef still holding onto guilt like he did back in Germany? The author says, "They were three lonely islands, separated by an ocean of misery." Why does the author describe the characters this way?

Historical Terms: SS Orduna, SS Flandre

Josef, Just Outside Havana Harbour -1939 (18 days from home) (pgs 164-170): Mama attempts to get medicine to help calm Papa down, but for fear of no entry to Havana, Mama must take it, leaving her passed out and Josef in charge. Josef goes to the pool to retrieve Ruthie and upon their return, they find their father missing, he jumped off the boat and into the ocean.

(vocabulary: haphazard, immense, thrash)

Questions to consider: On page 167, Josef realizes that he is the only adult in the family. How might this change things for Josef and/or his family? On page 169, Josef is asking himself tough questions, what do these questions make you wonder?

Historical Terms: n/a

Josef, Just outside Havana Harbour (18 days from home) (pgs 183-186): Josef's father is reluctantly saved by a Cuban policeman. Papa does not want to be saved and tries to jump back into the shark infested waters. The Cuban police take Papa to shore as Josef wondered the fate of his family. (vocabulary: incoherently, flailing, weary, lurched)

Questions to consider: Explain why Josef was "more stunned than sad."

Historical Terms: n/a

Josef, Just outside Havana Harbour -1939 (19 days from home) (pgs 197-202): The Cuban policeman who saved Papa returned to the ship for the first time. Passengers honored him by giving him money. The Landau's learn that Papa is on shore but is sedated. (vocabulary: surge, badger, pantomimed, mock)

Questions to consider: Why does the author keep repeating the word, "manana?"

Historical Terms: reichsmarks, entrance fee

Josef, Just outside Havana Harbor -1939 (21 days from home) (pgs 216-222): Renata and Evelyne leave the ship with their father abruptly. The passengers are restless and angry, wondering why they cannot exit the ship. Captain Schroeder tells them they cannot stay in Havana and will be leaving. Josef's Papa is still in the hospital. (vocabulary: darted, insistent, boil over, exert)

Questions to consider: What does Josef ripping his shirt collar tell us about him? How is he feeling?

Historical Terms: President Bru, President Roosevelt

Josef, Off the American Coast - 1939 (21 days from home) (pgs 236-242): The passengers learn that the United States has also refused their entry and were headed back to Europe. The passengers are upset and decide to take matters into their own hands asking for Josef's help. Meanwhile, Josef's mother does not seem to be bothered by this news. (vocabulary: instantaneous, lingering, condolences, simile: "his anger rising like the tide")

Questions to consider: On page 239, Josef's mother says, "You can live life as a ghost, waiting for death to come, or you can dance." What life lesson did Josef's mother try to give him?

Historical Terms: the Great War (WW1), Battle of Somme

Josef, Somewhere on the Atlantic Ocean - 1939 (22 days from home) (pgs 253-258): Josef and the other passengers go through with their plan to overtake the ship. Captain Schroeder and the passengers make a deal that Josef is unhappy with. (vocabulary: mutiny, teetered, warily, summoned, resolve, so-conspirators)

Questions to consider: How is Josef showing growth? What elements of his identity are adapting?

Historical Terms: concentration camps

Josef, Antwerp, Belgium - 1939 (36 days from home) (pgs 270-274): The passengers of the St. Louis are celebrating the news that will not have to return to Germany because Belgium, Holland, France, and England all agreed to accept them into their countries. Josef's family was assigned to France which was soon invaded by Germany. (vocabulary: euphoria, negotiations, disembark)

Questions to consider: What aspects of Josef's life is he holding on to? What is he willing to let go of, or change? (holding onto his religion, education, accepting a new language)

Historical Terms: Belgium, Holland, France, & England accepting refugees on the St. Louis, Noah (from the Torah), Moses 40 years wandering the desert, Promised Land, French Refugee Assistance Committee, Germany invading Poland and France

Josef, Vornay, France - 1940 (1 year, 1 month, and 10 days from home) (pgs 285-291): Josef and his family are running from gunfire. Josef injures himself helping his mother and Ruthie out of the schoolhouse. They were eventually caught by Nazi's. Rachel must make a choice between her children. (vocabulary: resist, "barking like dogs after a fox," frantically)

Questions to consider: Why does Ruthie never part with Bitsy, her stuffed bunny? On the top of page 290, Josef asks himself a series of questions, what does that make you wonder about what Josef is thinking?

Historical Terms: May want to consider showing a map of Europe pre/during World War II, Free France Forces, significance of "Heil Hitler," show the map of his journey (located at the end of the book)

Wrap up Essential Question: Using your graphic organizer as a guide, how did Josef and his family's environment affect aspects of their identity? What aspects of their identity did they hold onto throughout their journey? Which aspects were they willing to adapt, or let go of? To complete this, perform a gallery walk around the room. A gallery walk would include one question on the top of each piece of chart paper, allowing students to move through stations independently or in groups answering the questions. I suggest having the students use one color marker to write their responses that represent Josef's narrative. Come back together to share thoughts or have each group share one poster. Create a class t-chart for the Push and Pull Factors for Josef and his family. Again, write in one color to distinguish between character's narratives.

Nonfiction Articles to pair

- [The Holocaust, Part One: The Rise of Adolf Hitler and World War I](#)
- [US Holocaust Memorial Museum clip](#)
- [The Holocaust, Part Two: The "Final Solution"](#)
- [The Nuremberg Laws Deprived Jews of Their Rights in Nazi Germany](#)
- [America's Response to the Holocaust Is the Subject of Great Debate](#)
- [Life Under the Nazis](#)
- [Children During the Holocaust](#) (paired passages)
- [The Holocaust](#)
- [World War Two - Introduction to WWII](#)
- [Primary Source: President Roosevelt Addresses Congress](#)
- [Primary Source: Winston Churchill](#)

Isabel

While you are reading, students will track the character's using the [Identity graphic organizer](#) (see appendix 9).

Explain that we will now be reading Isabel's story, a Cuban girl that sets out on a raft with her family in hopes to find safety in America in 1994. Have students take a Virtual Reality Tour of the Cuba by using the Google Expeditions app. Show images of Havana, Cuba and videos of *son cubano* to help provide cultural context. Show where Cuba is on a world map. Provide more background information and definitions for Isabel's story (see appendix 10). Continue to show images throughout the read aloud, using the *vocabulary* and *historical terms* sections as your guide. Remind the students of the essential questions: How is identity linked to place? How does displacement affect identity? What role can we play to help people who have been displaced feel more at home here?

Isabel, Just outside Havana, Cuba- 1994 (pgs 7-11): Isabel Fernandez finds and feeds a scrawny kitten. Isabel's friend Ivan lies to her about building a boat to take to the United States. (vocabulary: rationing, pitifully, refineries, recoiled, currency, busker)

Questions to consider: Why did Ivan first lie to Isabel about what he and his father were building?

Historical Terms: Fall of the Soviet Union (1989), communism, Russia, Soviet Union, Industriales, Fidel Castro, el norte, pesos

Isabel, Havana, Cuba- 1994 (pgs 25-29): A riot broke out with her father and grandfather in the middle of it. Isabel finds her grandfather then finds her papi on the ground being beat by a policeman. Isabel, trying to save her father from the blows, almost gets hit but is saved by Ivan's older brother Luis. They escape being captured, but Isabel realizes that her father has to leave Cuba immediately. (vocabulary: spilled, rioting, criticizing, staggered, turmoil, pandemonium)

Questions to consider: Once Isabel understands that her papi has to leave Cuba immediately, how might things change for her and her family?

Historical Terms: Riot

Isabel, Just outside Havana, Cuba- 1994 (pgs 40-48): Isabel's mother, Teresa, is nursing her father as the family discusses their next steps. Fidel Castro announces that all Cubans who wish to leave Cuba may leave, legally. Isabel urges that all the family should leave together, convincing Ivan and his father to allow them to go with them on their handmade boat. She trades her prized trumpet and the kitten for gas. (vocabulary: languish, condemned, inhumane, tarnished, "her insides churning like a waterspout")

Questions to consider: Senor Castillo refers to Isabel as *Hurricane Isabel*, what does that mean? What evidence in the text supports this nickname?

Historical Terms: food shortages, Cuban navy capturing and jailing people trying to escape, Wet Foot Dry Foot, Guantanamo Bay, CIA, dictator

Isabel, Just outside Havana, Cuba- 1994 (pgs 60-65): The Fernandez's and the Castillo's make their escape in the middle of the night, along with many other people. Isabel and her family quickly learn that they are joined by Luis and his girlfriend who are considered deserters, leaving

the police to shoot at their raft. There is a hole in their raft and there is turmoil amongst the families. (vocabulary: commotion, lurching, inlet)

Questions to consider: On page 64, Isabel realizes that Luis and his girlfriend are deserters, how might this change things?

Historical Terms: deserter

Isabel, The straits of Florida, somewhere north of Cuba- 1994 (1 day from home) (pgs 81-86): Lito makes light of their situation by cracking jokes and giving Luis' girlfriend, Amara, piropas. They discuss their dreams for America and sing until the motor dies. (vocabulary: thickheaded, clave)

Questions to consider: Describe Lito's personality. Use evidence from the text to support your answer

Historical Terms: Cuban Revolution

Isabel, The straits of Florida, somewhere north of Cuba- 1994 (1 day from home) (pgs 99-103): Lito is having second thoughts about leaving, forcing Isabel to question her allegiance to her culture and people. (vocabulary: dissident, lenient, tanker)

Questions to consider: How does Lito's outlook change throughout this chapter? On page, 102, Isabel is asking herself some tough questions, what do these questions make you wonder?

Historical Terms: The Freedom Flights, Batista

Isabel, The straits of Florida, somewhere north of Cuba- 1994 (1 day from home) (pgs 116-120): They have drifted into the shipping lane and are in the path of a massive tanker. They were able to start the engine briefly, moving out of the tankers path, however the wake of the tanker created huge waves that knocked Senor Castillo out of the raft. Isabel jumps in after him. (vocabulary: leviathan, sluicing, quailed, loomed, behemoth)

Questions to consider: Isabel remembers her grandmother disappearing under water just like Senor Castillo, why might this memory be important?

Historical Terms: n/a

Isabel, The straits of Florida, somewhere north of Cuba- 1994 (1 day from home) (pgs 136-140): Isabel saved Senor Castillo, although very weak with no medicine. The engine died again and they have realized that there is a storm coming. (vocabulary: "the ocean was alive," recoiled, lolling, "pumping his stomach like an accordion," tedious, tinged)

Questions to consider: Immediately following Isabel saving Senor Castillo's life, Papi seems insensitive and orders people to get the water out of the boat. Why does Papi act this way?

Historical Terms: n/a

Isabel, The straits of Florida, somewhere north of Cuba- 1994 (2 days from home) (pgs 153-156): All are working hard to bail water out of the boat but Isabel cannot help but think of Lita and how she passed away in a huge storm. Lito consoles Isabel, leaving her to contemplate her own destiny. (vocabulary: feverishly, "white-knuckled," refrain, climax, coda, conga)

Questions to consider: Isabel realizes that their journey was a song and each part of it was a verse, how might this realization change things?

Historical terms: cyclone

Isabel, The straits of Florida, somewhere on the Caribbean sea- 1994 (3 days from home) (pgs 171-178): Isabel's mother is increasingly getting sicker. They spot land thinking it's America but it's really the Bahamas. Bahamian law stated that once they set foot on land, they will be taken into custody and deported back to their country of origin. Lito argues for Teresa to get off and seek medical attention but she refuses. The Bahamian tourists give them food and water for their journey. (vocabulary: parched, scrambled)

Questions to consider: Why was Isabel surprised when her father kneeled down and hugged her and her mother?

Historical terms: Haiti, Bahamas, illegal aliens

Isabel, The straits of Florida, somewhere between the Bahamas and Florida- 1994 (4 days from home) (pgs 187-191): As the condition of the boat is worsening, attitudes are souring. They realize they need a plan to keep the boat afloat longer; it's decided that they will take turns floating alongside the boat. (vocabulary: wearily, chastised)

Questions to consider: On page 187, the poster of Castro is mentioned yet again, why do you think this keeps showing up again and again? Why is Isabel's father more attentive to her mother now?

Historical Terms: n/a

Isabel, Somewhere between the Bahamas and Florida- 1994 (5 days from home) (pgs 203-209): Teresa believes she is going into labor. They begin brainstorming ideas to name their boat as Ivan is attacked by a shark. Ivan loses too much blood and dies and now their sinking boat is surrounded by more sharks. (vocabulary: stagnant, winced, gaping, wailed, tourniquet)

Questions to consider: Isabel is asking herself some tough questions on page 206, what does this make you wonder?

Historical Terms: the St. Louis

Isabel, Somewhere between the Bahamas and Florida- 1994 (5 days from home) (pgs 223-228): Everyone is overcome with emotion over Ivan's death. They realize they must get rid of his body, so they say a prayer and let Ivan go off the side of the boat. In the horizon, they see Miami. (vocabulary: somber, audible, overcome)

Questions to consider: Why did Senor Castillo finally decide to share his dream of what he would do when they reached the US?

Historical Terms: "Spanish Catholics"

Isabel, Off the coast of Florida- 1994 (5 days from home) (pgs 243-246): Their excitement of finally reaching Miami is cut short when their boat finally gives way and begins sinking rapidly, Isabel and Amara disconnect the motor that is bringing them down just as the US Coast Guard approaches. (vocabulary: lurched)

Questions to consider: Answer Isabel's question, How can she be sad for Ivan and happy for herself?

Historical Terms: United States Coast Guard

Isabel, Off the coast of Florida- 1994 (5 days from home) (pgs 259-262): They realize the US Coast Guard is after another boat with refugees so they try to make their escape, paddling

quickly to reach the shore. Teresa is in labor and her screams alert the US Coast Guard and they do not believe they will make it to shore. (vocabulary: triumphant, fugue, “put through the ringer,” elation, exertion)

Questions to consider: How does the repeated metaphor comparing her life to *son cubano* illustrate the importance of music to her identity?

Historical Terms: *son cubano*

Isabel, Off the coast of Florida- 1994 (5 days from home) (pgs 275-278): Isabel realizes why Lito kept repeating *manana*. As Lito reflects his past actions, he realizes what he must do: sacrifice his freedom for that of his families. (vocabulary: sluicing, distraught, treading)

Questions to consider: How did Lito’s *aha moment* on page 277 change things (for everyone)? Why did the word *manana* keep appearing throughout the narratives?

Historical Terms: salsa

Isabel, Miami Beach, Florida- 1994 (5 days from home) (pgs 292-298): (vocabulary: bearing, “...waving them toward shore like a baseball player urging a home run ball around the foul pole,” gaped)

Questions to consider: Why do you think the author ended this chapter with this quote from Isabel, “I’m from Cuba but my little brother was born here. He’s an American. And soon I will be too?”

Historical Terms: n/a

Wrap up Essential Question: Using your graphic organizer as a guide, how did Isabel and her family’s environment affect aspects of their identity? What aspects of their identity did they hold onto throughout their journey? Which aspects were they willing to adapt, or let go of? To complete this, perform a gallery walk around the room. A gallery walk would include one question on the top of each piece of chart paper, allowing students to move through stations independently or in groups answering the questions. I suggest having the students use another color marker to write their responses that represent Isabel’s narrative so they will easily be able to compare and contrast responses between characters narratives. Come back together to share thoughts or have each group share one poster, discussing the similarities and differences between the two characters narratives. Add to the t-chart for the Push and Pull Factors for Isabel and her family. Write in another color to distinguish between character’s narratives.

Nonfiction Articles to pair

- [Primary Sources: Universal Declaration of Human Rights](#)
- [World Leaders: Fidel Castro](#)
- [The Failed Bay of Pigs Invasion of Cuba](#)
- [Countries of the World: Cuba](#)
- [Former Cuban leader Fidel Castro dies at age 90](#)
- [Hershey's chocolate town in Cuba fell apart, but people have hope](#)

Mahmoud

While you are reading, students will track the character's using the [Identity graphic organizer](#) (see appendix 9).

Explain that we will now be reading Mahmoud's story, a Syrian boy escaping violence in his homeland in hopes to find safety in Europe in 2015. Have students take a Virtual Reality Tour of the Syria by using the Google Expeditions app. Show images of Aleppo before and after bombings for context. Show where Syria is on a world map. Play a video of adhan for cultural context. Provide more background information and definitions for Mahmoud's story (see appendix 11). Continue to show images throughout the read aloud, using the *vocabulary* and *historical terms* sections as your guide. Remind the students of the essential questions: How is identity linked to place? How does displacement affect identity? What role can we play to help people who have been displaced feel more at home here?

Mahmoud, Aleppo, Syria- 2015 (pgs 12-17): Mahmoud and his younger brother Waleed keep to themselves and do not have any friends. Readers learn the historical context to the the setting of the book: civil unrest and warfare. (vocabulary: stocky, "under the radar," slogans, bristled, indignation)

Questions to consider: How does the Arabic proverb, "Close the door that brings the wind and relax," connect to Mahmoud's decision to be a loner?

Historical terms: fighter jet, missile, rocket launcher, Syrian army, rebels, barrel bomb, The Old City, Arab Spring, revolution, Middle East, Bashar al-Assad, political prisoners, Shia Muslim, Sunni Muslim, airstrike

Mahmoud, Aleppo, Syria- 2015 (pgs 30-33): Mahmoud is doing his homework while Waleed watches tv when all of a sudden there apartment is hit by a bomb and the entire wall of the complex is blown away. (vocabulary: ethereal, catatonic, whirlwind)

Questions to consider: Is religion important to Mahmoud and Waleed? Use evidence from the text to support your answer.

Historical terms: adhan, mosque, mu'adhdhin, Allah, Syrian Arabic, Mecca, Qur'an
Video clip: [Human Flow](#), 0:55:21-0:56:55

Mahmoud, Aleppo, Syria- 2015 (pgs 49-55): Mahmoud, Waleed and Hana flee the building before it collapses. They are soon reunited with their mother and father. Their father's plan is to leave immediately and head for Germany where they are accepting refugees. (vocabulary: avalanching, sheepish)

Questions to consider: How are we introduced to the Mahmoud's father, Youssef? What are some characteristics you would use to describe him. How could those characteristics help or harm them on their journey?

Historical terms: Turkey, Germany

Mahmoud, Just outside Aleppo, Syria- 2015 (1 day from home) (pgs 66-73): On their way out of Aleppo, Mahmoud's family is stopped by armed men. The men get in their car with the family and are mapping out best routes. Suddenly, their car is being fired upon, fearing for their lives they exit the car and hide out in a ditch. (vocabulary: infidel, radical, bisected, "...the heat of the road radiated off him and his rifle like a stove," tyrant)

Questions to consider: On page 67, the author describes a mural of President Assad with doves of peace and a yellow light around him. Why is this imagery ironic? How are Waleed and Mahmoud different? Use evidence from the text to defend your response. We see an act of courage from Mahmoud on page 72 when he saves Waleed from the car. Why do you think he's now acting this way?

Historical terms: hijab, "stoned," Daesh/ISIS, Azaz, The Free Syria Army, al-Qaeda, Kurds, Alawite

Mahmoud, Kilis, Turkey- 2015 (2 days from home) (pgs 87-92): Mahmoud and his family have successfully made it to Turkey. They are staying in a refugee camp while his father is trying to get them transportation to somewhere in the European Union with success but they must leave immediately. (vocabulary: skirting, haste, throng, squalid, rowdy)

Questions to consider: Why do you think Mahmoud buys Waleed a toy? What does this tell you about Mahmoud? As Mahmoud watches the wedding procession, he is brought back to the memory of his uncle's wedding. Why might this memory be important?

Historical terms: abayas, hijabs, Turkey, temporary visas, smuggler, EU, asylum, Syrian pounds

Mahmoud, Izmia, Turkey- 2015 (4 days from home) (pgs 104-109): They arrive to get on the boat but are told that the boat would be tomorrow. With all the hotels occupied, they are left to sleep in the park in the rain until they are approached by a boy offering them a solution in exchange for money. He takes their family to another part of town to an old shopping mall, where they will spend the night in an old yogurt shop. The boy convinces them that they should buy life vests from him as well. (vocabulary: "...churned like a washing machine," marveled, gawking, slumped, ominous, dubious, tattered, skittered)

Questions to consider: How do we see Mahmoud's devotion to his brother Waleed's happiness? It is odd that there is a young boy selling commodities and offering services, why do you think he is doing this? Why do you think Mahmoud's family trusted this boy? Would you have trusted him?

Historical terms: Mediterranean Sea, Turkish kuruş/lira, squatters

Mahmoud, Izmir, Turkey- 2015 (11 days from home) (pgs 121-128): Mahmoud is losing hope as they are told again that there is no boat to take them to Greece. When they return to the mall to reclaim their spot at the yogurt shop, they are stopped by two men who are now charging them an entrance fee for each person. They cannot afford to stay there so they are wandering trying to find another place to stay. Mahmoud stops an oncoming car and the man offers them a ride and a place to stay if the boat does not arrive. To their surprise, there was a boat there waiting. (vocabulary: "at their wits' end," wearily, burly, freeloading, reluctantly)

Questions to consider: Mahmoud's family is told, "tomorrow" yet again, why do you think this keeps recurring throughout the book? While his parents carried Hana and Waleed, Mahmoud wished for the first time that he wasn't too old for that, why? What made Mahmoud jump in front of cars?

Historical Terms: keffiyeh, Arabic, Palestine, Arab-Israeli war (1948)

Mahmoud, Izmia, Turkey- 2016 (11 days from home) (pgs 141-146): Mahmoud and his family got on the raft with 30 other refugees headed for Greece. It began to rain and some of the

refugees, including Mahmoud began to have doubts. The raft hit some rocks and Mahmoud fell into the water. (vocabulary: dinghy, scowls, dwindled, churn, roiling)

Questions to consider: Mahmoud's feelings have changed in this chapter, he seems to be doubting the journey. Why do you think he feels this way?

Historical Terms: hijabs, euros

Video clip: [Human Flow](#), 0:01:45-0:07:26

Mahmoud, Somewhere on the Mediterranean Sea- 2015 (11 days from home) (pgs 157-163): Mahmoud struggles to stay afloat and finds his family struggling to stay above water as well because their life vests are fakes. Another dinghy of refugees passes them without stopping. Reluctant to help, Mahmoud grabs on and they convince them to take Hana to safety. In the chaos, Mahmoud's father and Waleed are now missing into the darkness and Mahmoud and his mother are left by themselves. (vocabulary: flailed, pandemonium, relentless, repite)

Questions to consider: Why did the dinghy of refugees not want to help them?

Historical terms: n/a

Mahmoud, Somewhere on the Mediterranean Sea- 2015 (11 days from home) (pgs 179-182): Mahmoud's mother is in distress forcing Mahmoud to take control of the situation. Mahmoud finds a dead man floating by them and makes the decision to take his life vest to save himself and his mother but not before saying a funeral prayer for the man. (vocabulary: wailed, consoled, deadening, recoiled, condemning)

Questions to consider: Which aspect of Mahmoud's identity is helping him survive in this chapter? Which aspects of his identity does he seem to lose sight of?

Historical Terms: Allah, civil war, kafan, Mecca

Mahmoud, Somewhere on the Mediterranean Sea- 2015 (11 days from home) (pgs 192-193): Mahmoud and his mother were rescued by the Greek Coast Guard, along with his father and Waleed. They made it to the island of Lesbos where they looked and asked around for Hana with no luck. (vocabulary: agonizingly, "the clock on it lit up like a beacon in the night," insensible, staggered)

Questions to consider: What caused a change in Mahmoud, igniting the passion to fight?

Historical Terms: Greek flag, foil blanket

Mahmoud, Lesbos, Greece, to Athens, Greece- 2015 (12 days from home) (pgs 210-215): Mahmoud's family are in another tent city on the island of Lesbos, Greece and are still looking for Hana. Mahmoud's guilt about losing Hana continues to fester. They board a passenger ferry headed for Athens, Greece. Once in Athens, they are told that they need an additional document and they would have to wait up to a week to get it. His family decides they will take a train to the border of Macedonia and try to sneak across during the night. (vocabulary: mournful, murmur, thrumming)

Questions to consider: How was the mood of the tent city in Lesbos different from that of the one in Kilis? Why? On page 214, Mahmoud has an *aha moment* when he recalls the quote, "They only see us when we do something they don't want us to do," how will Mahmoud's realization change things?

Historical Terms: tent city, Athens, ferry, Macedonia

Video clip: [Human Flow](#), 0:26:50-0:28:55

Mahmoud, Macedonia to Serbia- 2015 (14-15 days from home) (pgs 229-235): Mahmoud, Waleed, and their father set out to find a place where they can cross the border safely while their mother continues her search for Hana. They stumble upon a closed train station where they find many people camping out. As they are deciding where they will spend the night they find a Serbian taxi driver who promises to get them to the Hungarian border safely. Shortly into the ride, the driver pulls a gun on them. (vocabulary: makeshift, hunkered, bristled, staggered, raiding,)

Questions to consider: We see Mahmoud yet again feeling as though he is an adult. In what ways is he acting his age? In what ways is he showing maturity?

Historical Terms: Serbia, Hungary

Video clip: [Human Flow](#), 0:25:13-0:26:48

Mahmoud, Serbia to Hungary- 2015 (15 to 16 days from home) (pgs 247-252): The taxi driver demanded 300 euros from them for their lives, they conceded. Mahmoud finally broke down, crying. He is concerned for Waleed who slept through the whole ordeal and has not been fazed by anything they have experienced. They took a bus to Horgos, Serbia (a border city) to find that Hungary had put up a fence so they could not cross into Hungary. Many refugees were mad and rushed the fence with Mahmoud's family caught in the stampede. The Hungarian soldiers released tear gas canisters into the mob, leaving Mahmoud feeling like he was dying. (vocabulary: "the gun danced between the two front seats," fueled, blubbered, jostled)

Questions to consider: We see the refugees taking action in this chapter, why are they acting this way? How might this change things?

Historical Terms: terrorists, tear gas

Video clip: [Human Flow](#), 0:24:25-0:25:13

Mahmoud, Hungary- 2015 (16 days from home) (pgs 263-269): Mahmoud and his father are separated from his mother and Waleed as they are cuffed and taken to an immigration detention center where they are put in cells. Fatima and Waleed are locked up with the women and children. Youseff has been beaten repeatedly. While in processing, Mahmoud and his father are given two options: seek asylum in Hungary or return to Serbia and be arrested. Mahmoud returns (vocabulary: tendrils, bleary, odyssey, despair, retreated)

Questions to consider: What has made Mahmoud retreat to his former self at the end of this chapter? Do you think this will help or hinder their quest for freedom?

Historical Terms: immigration detention center, nightsticks, asylum

Video clip: [Human Flow](#), 0:30:10-0:31:37

Mahmoud, Hungary- 2016 (17 days from home) (pgs 279-284): Their family was taken to another refugee camp. Every member of the family except Mahmoud has been broken. Mahmoud decides to be visible, walking out of the camp. Waleed and other children follow. Mahmoud plan to walk to Austria. (vocabulary: listless, fumed, conspiring)

Questions to consider: Support Mahmoud's claim that the refugees have been treated like prisoners. Why does the idea of being invisible come up again and again?

Historical Terms: United Nations (UN), Austria

Video clip: [Human Flow](#), 0:20:45-0:24:25

Mahmoud, Hungary to Germany- 2015 (17 days from home) (pgs 299-305): Mahmoud led the band of refugees on their walk to Austria. They are greeted warmly in Austria with food and supplies. They travel to Vienna, Austria to Munich, Germany where they, once again, are treated hospitably. They ask for asylum. (vocabulary: streamed, wolfed down)

Questions to consider: How has their journey affected each character, for the positive and the negative? What does Mahmoud hope Germany will do for him and his family?

Historical Terms: Republik Osterreich, flag of Austria, Isha'a prayer, iSalam app, Willkommen, Nickelsdorf, Vienna, Munich

Isabel, Miami, Florida- 1994 (home), Mahmoud, Berlin, Germany- 2015 (home) (pgs 306-317): (vocabulary: flourish, frock, reverently, lingered)

Questions to consider: In the final two chapters the author labels Isabel's and Mahmoud's final destinations as "home," what have the characters learned that makes a place a home? =[[

Historical Terms: Cubanoamericanos, guajeo melody, host family, Israeli flag, Frau, Herr

Nonfiction Articles to pair

- [Syria's Civil War Explained](#)
- [NewsELA Text Set - Refugee Crisis \(Syrian\)](#)
 - What are the primary challenges and risks of being a refugee?
- [Syrians escaping war find resistance to living in U.S., as WWII Jews did](#)
- [Today's refugees and Jewish girl from long ago share immigration problems](#)
- [In what ways is the U.S. reaction to the Syrian refugee crisis similar to the U.S.'s actions during the Holocaust? In what ways is it different? Use textual evidence](#)

Wrap up Essential Question: Using your graphic organizer as a guide, how did Isabel and her family's environment affect aspects of their identity? What aspects of their identity did they hold onto throughout their journey? Which aspects were they willing to adapt, or let go of? To complete this, perform a gallery walk around the room. A gallery walk would include one question on the top of each piece of chart paper, allowing students to move through stations independently or in groups answering the questions. I suggest having the students use another color marker to write their responses that represent Mahmoud's narrative so they will easily be able to compare and contrast responses between characters narratives. Come back together to share thoughts or have each group share one poster, discussing the similarities and differences between the two characters narratives. Add to the t-chart for the Push and Pull Factors for Mahmoud and his family. Write in another color to distinguish between character's narratives.

Connecting the Dots

Have students compare their graphic organizers across all characters. What are the similarities? What do all the characters hold on to? Which aspects of identity altered for all of the characters? What were the push factors for each family? What were the pull factors? Have students categorize their findings on a t-chart using sticky notes.

Discussion questions:

- How important is it for a person to assimilate to their surroundings?
- Suppose Josef, Isabel, or Mahmoud found themselves here in Charlotte, how could we as a community help them?

Introduce project, explaining our responsibility as citizens using Lito's quote on page 277, "But a funny thing happened while I was waiting for the world to change, Chabela: It didn't. Because I didn't change it. I'm not going to make the same mistake twice." Learning from Lito's regrets, what can you do? What role can we play to help people who have been displaced feel more at home here?

Students will complete a jigsaw activity. Have students work in small groups to research existing programs helping refugees around the world. Student groups may choose which article (may use articles below) they would like to read, annotating the text. Student will use the [Refugee, Jigsaw Graphic Organizer](#) (see appendix 12) labeling Article Title, Main Idea, Key Takeaways, How were refugees being helped? What impact did it have on them? How would you change the program to make it better? Notes on other programs. Once they are experts on their article, each group will share out to the class. Students will take notes on their graphic organizer.

Allow your students time to research more community programs while brainstorming ways they can help. Students will then use the [Refugee Community Program Overview graphic organizer](#) (refer to appendix 13).

Nonfiction Articles to guide brainstorming:

- [Refugees around the world need homes; U.S. must help more of them](#)
- [A long-ago war and a present-day war bring two refugees together](#)
- [More children coming to U.S. need help adjusting](#)
- [American families offer to share homes with Central American asylum seekers](#)
- [Texas asylum-seeker center runs out of space after donations pour in](#)
- [Will an entire generation of Syrian children grow up with no education?](#)
- ["Art gives strength": Music school helps young Syrian refugees](#)
- [Refugees & Immigrants Text Set](#)
 - What factors lead to children fleeing their homelands as refugees?
 - What challenges do countries that receive refugees face, and how are they addressing those challenges?

Assessments

Students will complete a pre and post assessment focusing on the key terminology used within this unit (see appendix 3). Students will also be assessed on the completion of their unit projects using the rubric (see appendix 14).

Appendix 1: Teaching Standards

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-LITERACY.RL.5.9

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

CCSS.ELA-LITERACY.RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Appendix 2: Traffic Signs



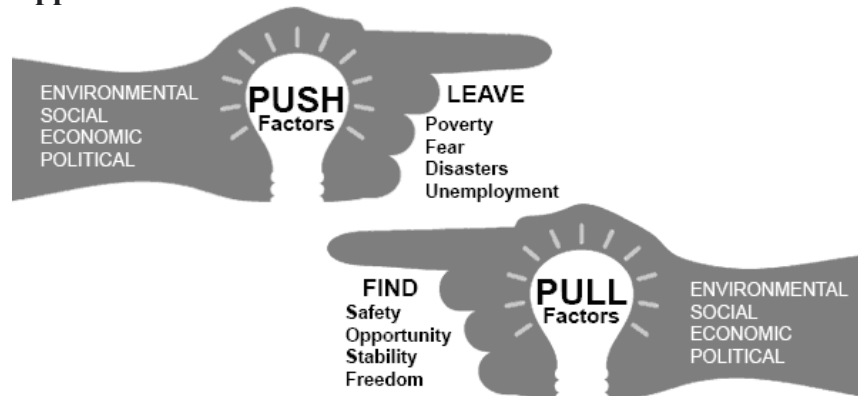
Appendix 3: Pre/Post Assessment (Blind Sort)

Term	Definition
Refugee	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Identity	the fact of being who or what a person or thing is
Genocide	the deliberate killing of a large group of people, especially those of a particular ethnic group or nation.
Immigrant	a person who comes to live permanently in a foreign country.
Asylum Seeker	a person who leaves his or her home country, enters another country and applies for asylum (protection) in this other country. Could be a refugee, a displaced person or a migrant.
Migrant	a worker who moves from place to place to do seasonal work.
Migration	movement of people to a new area or country in order to find work or better living conditions.
Culture	The way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept
Undocumented	not having the appropriate legal document or license
Ethnicity	a category of people who identify with each other based on similarities such as common ancestry, language, history, society, culture or nation.
Status	the official classification given to a person, country, or organization, determining their rights or responsibilities
Push Factor	something that makes people want to leave a place or escape from a particular situation
Pull Factor	something that attracts people to go and live in a particular place

Appendix 4: [Identity - 4 Corners](#)

Appendix 5: [Identity Web](#)

Appendix 6:



Appendix 7:

To build your own kit, you need:

- A mobile device for the guide
- Mobile phones—The devices must fit into the VR viewers you choose.
- VR viewers—One per mobile device. Check the VR viewer website to make sure they work with your devices. [Google Cardboard](#).
- A router that allows Expeditions to run over its own local Wi-Fi network.
- (Optional) A speaker or headphones to provide sound.
- (Optional) Selfie sticks for AR-compatible devices.

Appendix 8: Josef Background Info

Adolf Hitler: German Nazi dictator during World War II (1889-1945)

Kristallnacht: November 9–10, 1938, Nazis attacked Jewish persons and property throughout Germany and Austria. This massive campaign of anti-Jewish violence is known as Kristallnacht, meaning “Crystal Night” in German. The name refers ironically to the litter of broken glass left in the streets after the violence.

Dachau: World War II Nazi concentration camp

bar mitzvah: an initiation ceremony marking the 13th birthday of a Jewish boy and signifying the beginning of religious responsibility

Minyan: the number of persons required by Jewish law to be present for a religious service, namely, at least ten males over thirteen years of age.

Yarmulke: a small round cap that is worn by some Jewish men

Tallisim: a shawl with fringed corners worn over the head or shoulders by Jewish men especially during morning prayers

Führer: German word meaning "leader" or "guide"; German Nazi dictator during World War II (1889-1945)

Appendix 9: [Identity Graphic Organizer](#)

Appendix 10: Isabel Background Info

Batista: A common soldier who became the dictator of Cuba, overthrown by the revolutionary leader Fidel Castro in 1959, Batista spent the rest of his life in exile.

Fidel Castro: led the Cuban Revolution overthrowing Cuban President Batista in 1959. He then took control of Cuba installing a communist Marxist government. He was the absolute ruler of Cuba from 1959 until 2008 when he became ill.

el norte: the north, referring to the United States

Clave: one of a pair of wooden sticks or blocks that are held one in each hand and are struck together to accompany music and dancing.

Mañana: tomorrow

Appendix 11: Mahmoud's Background Info

Bashar al-Assad: president of Syria (2000), succeeding his father, Hafiz al-Assad. Bashar al-Assad continued his father's authoritarian style of government. Beginning in 2011, he faced a major uprising in Syria that became a civil war.

Aleppo: A city of northwest Syria near the Turkish border.

Daesh: name used to refer to ISIS/ISIL, the radical Sunni Muslim organization: use of this name is said to delegitimize the group's claim to be an "Islamic state."

Mecca: The most holy city of Islam, Mecca, Saudi Arabia, is the birthplace of the Prophet Muhammad. Devout Muslims throughout the world turn toward Mecca in prayer five times each day.

Hijab: the traditional covering for the hair and neck that is worn by Muslim women.

EU (European Union): formed to bring together the countries of Europe. The EU helps its member countries with issues such as trade, security, and the rights of citizens.

Appendix 12: [Refugee, Jigsaw Graphic Organizer](#)

Appendix 13: [Refugee Community Program Overview Organizer](#)

Appendix 14: [Refugee Rubric](#)

Annotated Student and Teacher Resources

Handbook on Procedures and Criteria for Determining Refugee Status: Under the 1951 Convention and the 1967 Protocol Relating to the Status of Refugees. Geneva: Office of the United Nations High Commissioner for Refugees, 1992.

This text is segmented into 46 articles, each focusing on a different area. It provides the background of the term refugee, the definition as defined by the countries in accordance with United Nations as well as the rights of refugees. It also details how the convention can no longer apply to people given certain terms. It gives the general obligations of refugees to the country in which he find himself.

Goodwin-Gill, Guy and, McAdam, Jane. *The Refugee in International Law.* New York: Oxford University Press, 2007.

This book offers the definitions of refugee and asylum seekers, while challenging the 1951 Convention Relating to the Status of Refugees and its 1967 Protocol. It includes an analysis on internally displaced persons, preventive protection, safety of refugees, the situation of refugee women and children, and an assessment of the European Convention on Human Rights.

Sirota, Sandra. "The Inconsistent Past and Uncertain Future of Human Rights Education in the United States." *UNESCO* (2018): 101-108.

This article provides a solid background on Human Rights Education, specifically in the United States. It also discusses HRE and curricular policies, including and the barriers that HRE faces as well as strategies for teaching HRE.

Bibliography

- Beers, Kylene, and Robert Probst. 2012. *Notice and Note Strategies for Close Reading*. Portsmouth: Heinemann.
- n.d. *CAL siop*. Accessed October, 2018. <http://www.cal.org/siop/about/>.
- n.d. *Child T*.
2017. *Council of Great City School*. August. Accessed October, 2018.
<https://www.cgcs.org/domain/266>.
- Felter, Claire, and Danielle Renwick. 2018. *Council on Foreign Relations*. 2 July. Accessed October, 2018. <https://www.cfr.org/backgrounder/us-immigration-debate-0>.
- Giuliani, Maria Vittoria. 2003. "Theory of Attachment and Place Attachment." In *Psychological Theories for Environmental Issues*, 131-170. New York: Routledge.
2014. "Immigrant Children." *Child Trends*. October. Accessed October, 2018.
<https://www.childtrends.org/indicators/immigrant-children>.
1990. "International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families." *United Nations Human Rights*. 18 December . Accessed October, 2018. <https://www.ohchr.org/en/professionalinterest/pages/cmw.aspx>.
- McAdam, Guy Goodwin-Gill and Jane. 2007. *The Refugee in International Law*. New York: Oxford University Press.
- Owens, Sherry, and Lisa West. 2010. "Social Studies Alive!" *TCI*. Accessed September, 2018.
[file:///C:/Users/melanier.kriksciun/Downloads/SSA_2010%20\(1\).pdf](file:///C:/Users/melanier.kriksciun/Downloads/SSA_2010%20(1).pdf).
2017. *Push and Pull Factors of Immigration*. Accessed October, 2018.
<http://www.emigration.link/>.
- Rockman, Connie. n.d. *Scholastic*. Accessed September, 2018.
<https://www.scholastic.com/teachers/lesson-plans/17-18/refugee-discussion-guide/>.
- Scannell, Leila, and Robert Gifford. 2014. "The Psychology of Place Attachment." In *Environmental Psychology: Principles and Practice*, by Robert Gifford. Optimal Books.
- Sirota, Sandra. 2017. *The Inconsistent Past and Uncertain Future of Human Rights Education in the United States*. June.
- UNESCO. n.d. *Migrant/Migration*. Accessed September, 2018.
<http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/migrant/>.
- UNHCR. 2018. *Figures at a Glance*. 19 June. Accessed September, 2018.
<http://www.unhcr.org/en-us/figures-at-a-glance.html>.
- . 2011. "UNHCR The UN Refugee Agency." December. <http://www.unhcr.org/en-us/publications/legal/3d58e13b4/handbook-procedures-criteria-determining-refugee-status-under-1951-convention.html>.
- . 2015. *UNHCR The UN Refugee Agency*. 14 March. Accessed September, 2018.
<http://www.unhcr.org/en-us/asylum-seekers.html>.
2017. *Human Flow*. Directed by Ai Weiwei. Performed by Ai Weiwei